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ABSTRACT

This study examines the possible relationship between principals' administrative behaviors and pupil reading achievement. Administrative interns assigned to 40 New York City schools during the 1973-74 school year observed principals' decision-making behaviors over a continuous period of 40 school days. Principals' behaviors were described in terms of four categories linked to Griffith's decision-making theory. Based on Griffith's theory, it was predicted that principals who emphasized appellate (conflict resolution) decisions and intermediary (school management) decisions rather than creative (educational program and staff development) decisions would be likely to head schools with below-norm average reading achievement. Findings of the study showed that, on the average, the 40 principals devoted less than 10 percent of their time to creative matters. As predicted, 35 of the 40 schools reported 55 percent or more of their pupils with below-norm achievement scores. (JG)

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URBAN PRINCIPALS' ADMINISTRATIVE BEHAVIOR

IN RELATION TO

PUPIL READING ACHIEVEMENT

by

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Final Report (A)
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FOREWORD

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SUMMARY

Can the level of pupils' achievement in reading be associated with their principals' administrative behavior? This study examines the possible relationship of principals' administrative behaviors to their schools' pupil reading achievement. These principals' behaviors are described in terms of four categories linked to Griffiths' decision-making theory:

(EP) educational program (creative decisions)

(SD) staff development (creative decisions)

(CR) conflict resolution (appellate decisions)

(MS) management-of-the-school (intermediary decisions)

Griffiths' theory leads us to predict that when principals' administrative behaviors show major emphasis on the creative (the EP: educational program, and the SD: staff development) decision-types, they are likely to be supervising schools with at or above grade norm average reading scores. On the other hand, when principals place major emphasis on the appellate (the CR: conflict resolution) and the intermediary (the MS: management-of-the-school) decision-types they are likely to be heads of schools with below grade norm average reading scores.

Findings

This study of 40 New York City principals found that the total of their creative (EP and SD) administrative behaviors accounted for less than 10% of their time; the total of their appellate and intermediary (CR and MS) behaviors for more than 90%.

The predictable depressed pupil reading achievement scores for the schools headed by these principals were found to be confirmed. Of the 40 schools supervised by these principals, 35 (87.5%) reported 55% or more of their pupils to be achieving below grade norm at time of testing.

Of these 35 schools, 24 (68.6%) reported that 70% or more of their pupils were functioning below grade norm.

Suppose these principals were able to commit 90% of their time to creative administrative behaviors (types EP and SD) -- would an upward trend in pupil reading achievement develop? We do not know. The model's theory base does, however, provide a rationale for the systematic generation of hypotheses to explore the relationship of different patterns of principals' administrative behaviors to pupil reading achievement.

From a group of 51 administrative behaviors identified in this study, sub-sets of related competencies may be derived and be applied to administrator education. While these behaviors are not universal or definitive, they are illustrative of how field-based feedback may be used to guide the design of performance-based preparation programs in educational administration.

Introduction

Among the breakthroughs needed to identify effective administrator behavior is that of advancing a testable rationale to guide the collection and interpretation of data. Given this theoretical ambiguity, little in the way of consensus has thus far been produced.[1,2,3] The aim of this article is therefore to demonstrate just such an explicit theorizing effort. Griffiths' decision-making theory was selected as a framework through which urban principals' administrative behavior may be studied in relation to pupil reading achievement.

The operation of a feedback system utilizing field observation for the periodic updating of field-centered information on these behaviors to programs of preparation in educational administration is described. The theory based model used to identify these behaviors (from which if so desired sub-sets of competencies may validly and reliably be derived) was the first step in the design of a field-centered performance based curriculum for the Advanced Certificate Program in Educational Administration and Supervision, School of Education, Brooklyn College of the City University of New York, leading to New York State principal's certification.[4]

Feedback from the field should, however, aim to describe and perpetuate only effective current administrative practice by its institutionalization in preparation programs. Accordingly, the research issues addressed in this study are whether or not principals' administrative behavior can be objectively 1) recorded and reliably fed back to college curricula and 2) found to be linked to predictable levels of pupil achievement in reading.

How can Griffiths' decision-making theory provide a testable rationale to guide the collection and interpretation of data on principals' administrative behavior?

The Theory: Proposed Link Between Leader Behavior and Organizational Results

Griffiths believes that the central function of the administrator of any organization is to make decisions. It is in the decision-making process that administrative behavior occurs. Thus the writer perceived any given decision-making behavior as the locus of a cluster of interrelated competencies belonging to that behavior. The idea that it is an administrative behavior (and not its component "competencies") which is the smallest observable unit in real life stands up when it is overlayed by a review of Griffiths' three types of organizational decisions and their implications for predicting pupil achievement. These three types of decisions are: intermediary, appellate, and creative.[5]

Intermediary decisions are those in which the administrator "follows orders" or fulfills policy directives. Too much time and energy in these decisions devoted to the enforcement of the rules and regulations of the organization may displace unduly this time, energy, and expertise from the tasks of providing leadership.

Appellate decisions are those which are required to settle disputes between or among subordinates. Griffiths postulates that the frequency of the occurrence of appellate decisions is an indicator of organizational health, viz., "too many" appellate decisions indicate rampant organizational conflicts which the administrator may or may not be helping to create. In any case, these conflicts must be handled and thus do tend to divert him or her from the pursuit of the primary goals of the organization.

Creative decisions are those which result in new policy or in needed adaptations of the organization's operation to changing situations. It may be hypothesized that the more an administrator is willing (or able) to commit time, expertise, and energy to creative decision-making the more likely it is that the achievement of the goals of the organization will take place. On

the other hand, the more time, expertise, and energy the administrator allots to the goal-diverting intermediary and appellate decisions (to the loss of opportunities for creative decisions) the less likely it is that the organization's primary goals are fulfilled.

Applying the Theory to the Statement of the Problem

The problem as formulated for this study therefore has two major components:

1. How can the pattern of the administrative behaviors of a group of urban principals be objectively and reliably described in theoretical terms?
2. How can the proposed link between this described pattern of administrative behaviors and the predicted pupil reading achievement scores theoretically associated with it be tested?

Observing Principals' Decision-Making

How was access to principals' decision-making behaviors to be achieved?

During the 1973-74 academic year, administrative interns were sponsored in each of 40 New York City schools. The principals supervising these interns arranged their schedules to enable the interns to observe all of these principals' formal and informal individual and group conferences. For the Fall 1973 term these scheduled hours of observation occurred during the 40 school days between October 1st and November 30th; for the Spring 1974 term, between March 1 and May 3rd. The interns were able to observe their principals on schedules which varied from one to ten hours per week. Different interns and cooperating principals participated each semester.

Noteworthy is that all of the cooperating principals have been given "satisfactory" end-of-year ratings by their respective superintendents for the 1973-74 school term. The grade distribution of the schools served by the interns is given in Table 1.

TABLE 1. - GRADE DISTRIBUTION
OF SCHOOLS HEADED BY OBSERVED PRINCIPALS
(Fall 1973, Spring 1974)

Grade	Fall 1973	Spring 1974	Totals
High School	4	2	6
Junior High	2	2	4
Intermediate	1	2	3
Elementary	11	16	27
TOTALS	18	22	40

These interns were oriented to the role of participant observer.[6] During the first three weeks of each semester they were briefed intensively on the techniques of observing and recording data descriptive of their principals' decision-making behavior. Illustrative behaviors were presented in these briefings to help ensure inter-observer reliability. In addition, the writer conferred with the interns weekly during Internship Seminar to resolve problems of techniques as these arose throughout the periods of data collection. Specific emphasis was placed on the importance of the interns' recording only the administrative decisions they witnessed during the agreed-upon periods of observation. Neither hearsay nor the decision-making benaviors witnessed by the interns during casual encounters with their principals were to be part of the record.

A recording form (See Figure 1.) was used by the interns to maintain their daily logs. The following data were to be recorded for each observed decision:

Column 1

-Who (role only) or what (event) stimulated the principal's need for a decision?

(E.g., a teacher's request, a parent's complaint, a fire in the building)

Column 2

-What was the content of the request (or stimulus)?

(E.g., the teacher requested assistance in class control)

Column 3

-What were all the factors (numbered) evident in (the principal's) reaching the decision?

(E.g., before deciding whether or not to assist the teacher the principal considered two (2) factors: 1) the teacher's experience in the school, 2) the principal's own availability.)

FIGURE 1. LOG RECORDING FORM

BROOKLYN COLLEGE / SCHOOL OF EDUCATION / ADVANCED CERTIFICATE PROGRAM IN EDUCATIONAL ADMINISTRATION & SUPERVISION

INTERN _____ FIELD SUPERVISOR _____ SCHOOL _____
LAST NAME FIRST

(1) WHO (ROLE ONLY) OR WHAT STIMULATED DECISION	(2) CONTENT OF THE STIMULUS FOR A DECISION (USE INFINITIVE)	(3) ALL THE FACTORS (NUMBERED) EVIDENT IN ARRIVING AT THE DECISION	(4) OUTCOME GRANTED (G) DENIED (D) POSTPONED (P)

TODAY'S DATE _____
(NEW DAY; NEW PAGE)

Column 4

-What was the outcome of the request (or stimulus) to the principal to make the decision; viz., was the request Granted (G), Denied (D), or Postponed (P)?

(E.g., the principal's agreement to assist the teacher in class control was recorded as G.)

Quantifying Administrative Behavior

Used to code the interns' logs was a taxonomy of administrative functions adapted from the University Council for Educational Administration (UCEA).[7,8] The UCEA taxonomy provides four recognizable areas of administrative functions to be used both to describe objectively the performance of principals in service as well as to relate the curricula of programs of preparation in educational administration to practice. The categories of this taxonomy are:

Educational Program	(EP)
Staff Development	(SD)
Community Relations	(CR)
Management-of-the-School	(MS)

Griffiths' view of administrative behavior as decision-making resulted in the first major adaptation of the taxonomy: the EP, SD, CR and MS administrative behaviors were defined as belonging to one of the three decision-types: creative, appellate, and intermediary. Analogies between these four administrative functions (with the second major adaptation: the CR of Community Relations was up-dated to mean the more contemporary CR of Conflict Resolution) and Griffiths' three theoretical decision-making types are discernible.

UCEA Taxonomy (Adapted)	Griffiths' Theory
Educational Program (EP)	Creative Decisions
Staff Development (SD)	Creative Decisions
Conflict Resolution (CR)	Appellate Decisions
Management-of-the-School (MS)	Intermediary Decisions

Accordingly, Griffiths' decision-making types (which apply to all types of organizations) were joined to the taxonomy for categorizing the administrative functions in school organizations.

The coding of the interns' logs required the initial identification of each observed decision as an EP, or SD, or CR, or MS type. Each type was then weighted by the number of all the factors (cf. Figure 1, Column 3) evident in the principal's arriving at that decision. To illustrate: an intern observed his principal deciding whether or not to provide assistance to a teacher (an SD type of behavior); considered by the principal were two factors: 1) the teacher's school experience, 2) the principal's own availability. This behavior was therefore coded as SD2. Reflected in a coding, therefore, are both the decision-type and its relative simplicity (e.g., 1 or 2 factors considered) or its complexity (e.g., 10 or 11 factors) in its demands on administrative time and expertise.

The criteria for the coding of the observed administrative behaviors into the EP type are given in Figure 2, for the SD type in Figure 3, for the CR type in Figure 4, and for the MS type in Figure 5.

Figure 2. CRITERIA FOR THE IDENTIFICATION OF (EP) EDUCATIONAL LEADERSHIP TYPE OF ADMINISTRATIVE BEHAVIORS (CREATIVE DECISIONS)

Origin	Content
A. No evidence of a written or oral directive or request from any source including but not limited to -Central Board -District Office -students -parents -teachers -student teachers -assistant principals -paraprofessionals -community members	To create instructional policy by -identifying needed school goals -introducing instructional programs, revisions or additions -planning of different instructional groupings of pupils -introducing the systematic evaluation of instructional programs
B. Stimulus may be -attendance at professional conferences -college courses -professional literature -instructional models (intervisitation)	

Figure 3. CRITERIA FOR THE IDENTIFICATION OF (SD) STAFF DEVELOPMENT TYPE OF ADMINISTRATIVE BEHAVIORS (CREATIVE DECISIONS)

Origin	Content
A. Written, or oral directives from -Central Board -District Office	To provide to all staff members professional assistance through -individual or group conference with self -referral to a resource (person, place, or material)
B. Written, oral, or non-verbal requests from staff members including but not limited to -teachers -student teachers -assistant principals -paraprofessionals	on -pupil assessment -the selection and evaluation of learning materials -methodologies and techniques -classroom management To approve or to disapprove the -selection -assignment -evaluation -separation -transfer of all staff members.

A request which in origin and content is SD and which is also denied (D) on the basis of Central Board or District Office regulations is to be coded as MS.

Figure 4. CRITERIA FOR THE IDENTIFICATION OF (CR) CONFLICT RESOLUTION TYPE OF ADMINISTRATIVE BEHAVIORS (APPELLATE DECISIONS)

Origin

Written, oral, or non-verbal stimuli may originate from

- -parents
- -teachers
- -assistant principals
- -paraprofessionals
- -security guards
- -Union Chapter chairperson or grievants
- -pupils (acting out)
- -community members

Content

To interpret and/or to modify school, District Office or Central Board policy

- -to resolve conflict between or among

- -parents
- -teachers
- -assistant principals
- -paraprofessionals
- -security guards
- -Union Chapter Chairperson or grievants
- -guidance counselors
- -pupils(acting out)

in the areas of

- -pupil discipline
- -pre-suspense and suspense hearings
- -Union Grievance Procedures (Step I)

Excluded are

instructional program matters as described under EP, and professional assistance matters, as described under SD.

Figure 5. CRITERIA FOR THE IDENTIFICATION OF (MS)MANAGING-THE-SCHOOL TYPE OF ADMINISTRATIVE BEHAVIORS (INTERMEDIARY DECISIONS)

Origin	Content
A. District Office or Central Board policy in the forms of: -circulars -memoranda -letters -oral requests	To implement, monitor and enforce school, District Office and Central Board policy in the areas of: -school organization -instruction -scheduling -ordering of supplies, textbooks -lunchroom scheduling and monitoring -safety procedures fire drills security measures (including deployment of security personnel) -accounting for school funds -plant maintenance -working conditions (e.g., as defined in the union agreement) -record keeping: student records on a per student basis and on school-wide basis -staff records and personnel reports -bussing -attendance and lateness (pupil and staff)
B. From any other source (to enforce school, District Office, or Central Board policy): -parents -teachers -assistant principals -paraprofessionals -security guards -Union Chapter Chairperson or grievants -guidance counselors -pupils -community members -custodial staff	

In order to pre-test the level of reliability of these criteria, a random sample of the interns' logs was independently coded by each of three research assistants. The results of this pilot coding are given in Table 2.

TABLE 2. FREQUENCY OF UNANIMOUS AGREEMENT AMONG THREE INDEPENDENT CODINGS OF A COMMON PORTION OF INTERNS' LOGS (Fall 1973, Spring 1974)

	Agreement	Non-Agreement	Total
Observed	71	25	96
Expected	48	48	96

The unanimous agreement (74%) among the three independent codings is significant at the .01 level using the Chi-Square test.

Findings: The Pattern of Principals' Behaviors in Relation to Pupil Reading Achievement

The types and frequencies of the observed administrative behaviors as recorded in the full set of the 40 interns' logs are given in Table 3.

TABLE 3. TYPES AND FREQUENCIES OF THE OBSERVED ADMINISTRATIVE BEHAVIORS OF 40 URBAN PRINCIPALS (Fall 1973, Spring 1974)

	EP	SD	CR	MS	Total
Observed	15	372	647	3011	4045
Percent (Rounded)	1%	9%	16%	74%	100%

The distribution of the EP, the SD, the CR and the MS administrative behaviors is significant at the .01 level using the Chi-Square test.

This composite of the observed principals' behaviors sustains the conventional wisdom that urban principals commit most (74%) of their time, talent and energy to "following orders" (MS or intermediary decision-making behavior) or directives from authority. The next largest demands on them (16%) are in the resolution of conflicts between or among administrators, teachers, pupils, parents, and community (CR or appellate decision-making behaviors); slightly less than 10% was committed to creative decisions, i.e., to types EP or instructional leadership and SD or staff development.

Is there evidence to confirm the predicted link between the distribution of the administrative behaviors of the observed principals and their schools' reading achievement?

Griffiths' theory leads us to anticipate that principals who manifest greater involvement in the CR (appellate) behaviors and the MS (intermediary) behaviors are likely to be heading schools with depressed reading achievement scores. Clearly the observed principals were found to be significantly committed to CR and MS behaviors (totalling 90%) rather than to EP and SD behaviors (totalling 10%). Depressed pupil reading achievement scores in the schools they supervise are, therefore, likely also to be found.

Given in Table 4 is the distribution of the reading scores of the schools supervised by these principals.

TABLE 4. READING ACHIEVEMENT SCORES OF SCHOOLS SUPERVISED BY OBSERVED PRINCIPALS

Per Cent of Pupils Achieving On or Above Grade	Number of Schools
0 - 10	4
11 - 20	9
21 - 30	11
31 - 40	7
41 - 45	4
46 - 50	4
51 - 60	0
61 - 70	1

Of the 40 schools headed by the observed principals, 35 (87.5%) reported that 55% or more of their pupils were achieving below reading grade norm at time of testing. Of these 35 schools, 24 (68.6%) reported that 70% or more of their pupils were functioning below reading grade norm. The difference between the mean of these data (27.95%) and the national norm (50%) is significant at the .01 level.

The predicted depressed pupil reading achievement scores of the schools headed by the principals studied was therefore confirmed in this case.

The implications of this model (depicted in Figure 6) for the diagnosis and correction, or the reinforcement, both of principals' on-the-job performance and of the learning experiences of students in programs of administration are significant. The focus of future research suggests the systematic comparison of alternate patterns of principals' administrative behavior in relation to pupil reading achievement.

Random Selection of the Observed Administrative Behaviors

To obtain a representative sampling of the behaviors observed, the percent of the occurrence of each behavior in the total of 4045 observed administrative behaviors was calculated and applied to the development of a list of 50 behaviors. Of the 50, no EP behaviors were eligible to be selected; SD decisions accounted for 4, CR for 8, and MS for 38.

This process is summarized in Table 5.

TABLE 5. THE RELATION OF THE PERCENT OF THE OCCURRENCE OF EP, SD, CR AND MS BEHAVIORS TO THE BEHAVIORS RANDOMLY SELECTED FROM THE INTERNS' LOGS

Administrative Behavior	% of Occurrence (Rounded)	Behaviors Eligible for Random Selection		Totals
		Fall '73	Spring '74	
EP	<1%	0	0	0
SD	9%	2	2	4
CR	16%	4	4	8
MS	74%	19	19	38
TOTALS	100%	25	25	50

Although the EP's less than 1% of occurrence meant none was eligible for selection, one such behavior is included as an illustration in the listing of the (now) 51 administrative behaviors given in Figure 7.

FIGURE 6. THE MODEL FOR THE UTILIZATION OF INTERNS' FEEDBACK OF THE OBSERVED DECISIONS OF BUILDING PRINCIPALS

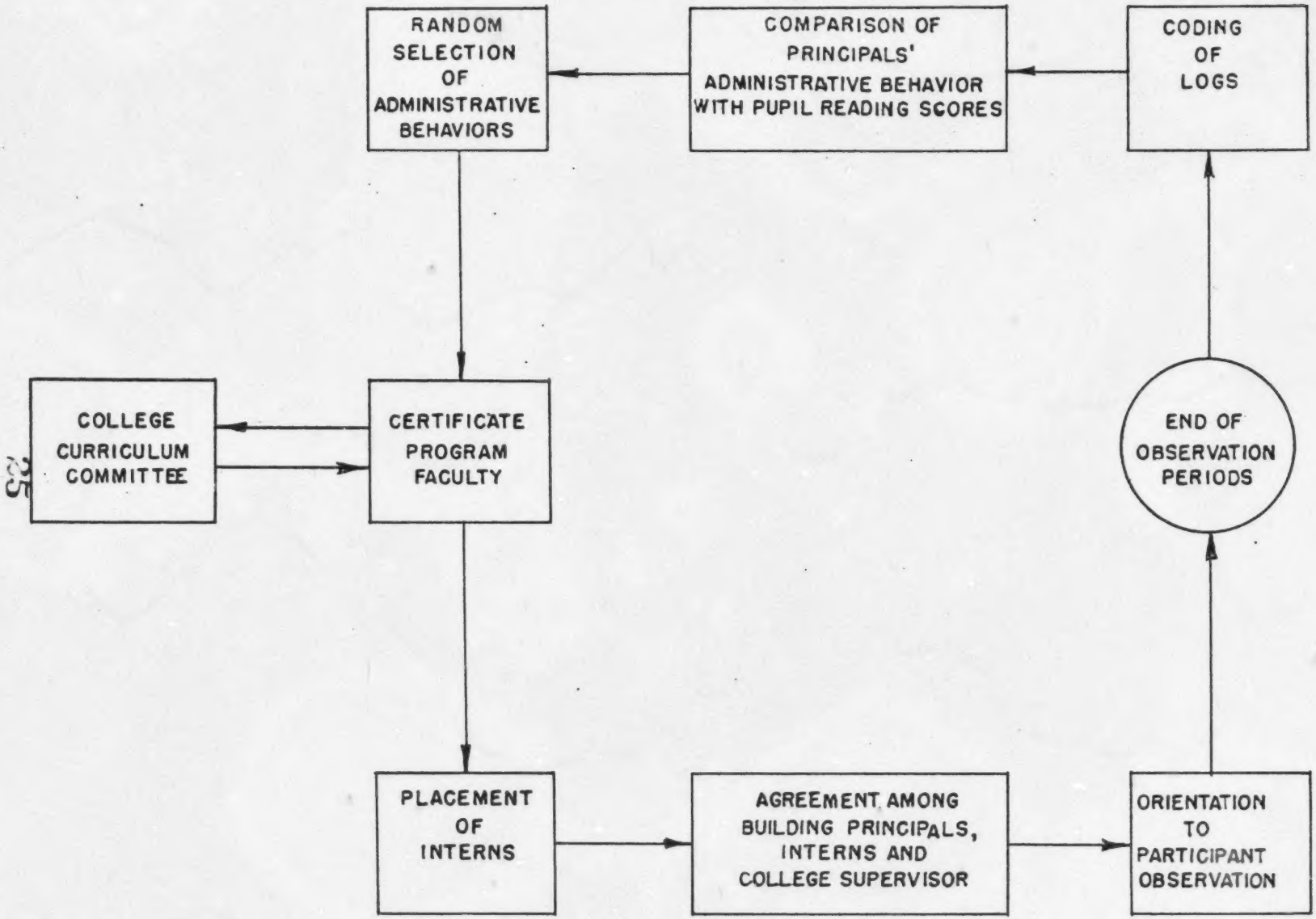
RANDOM SELECTION OF ADMINISTRATIVE BEHAVIORS
COMPARISON OF PRINCIPALS' ADMINISTRATIVE BEHAVIOR WITH PUPIL READING SCORES
CODING OF LOGS
COLLEGE CURRICULUM COMMITTEE
CERTIFICATE PROGRAM FACULTY
END OF OBSERVATION PERIODS
PLACEMENT OF INTERNS
AGREEMENT AMONG BUILDING PRINCIPALS, INTERNS AND COLLEGE SUPERVISOR
ORIENTATION TO PARTICIPANT OBSERVATION

Figure 7. FIFTY-ONE ADMINISTRATIVE BEHAVIORS OF URBAN PRINCIPALS (FALL 1973, SPRING, 1974)

EP

1. To organize a self-contained classroom on the secondary school level

SD

1. To observe a lesson taught by a teacher
2. To conduct a post-observation conference with a teacher
3. To plan and lead a group conference with teachers to demonstrate new instructional materials
4. To assist substitute teachers in classroom management

CR

1. To involve parental cooperation in improving a child's conduct in school
2. To determine the alternate class placement of an acting-out child
3. To respond to a parent's request for a specific class placement of a child
4. To respond to a parent's request to make a teacher available for an unscheduled guidance conference
5. To arrange for the collection of data required for a pupil suspension hearing
6. To respond to reports from a security guard about pupils fighting in a classroom
7. To confer with the school Parents' Council on school policy
8. To order library and text books which reflect community norms

Figure 7. (cont'd)

MS

1. To formulate goals and objectives for the next academic year
2. To lead a meeting of assistant principals to communicate school district and central board policy decisions
3. To publish a calendar of daily events
4. To publish an end-of-year calendar
5. To schedule departmental and grade staff conferences
6. To organize school-wide subject area fairs
7. To distribute courses of study and curriculum bulletins to staff members as needed
8. To analyze the results of school-wide standardized tests to determine pupil instructional needs
9. To organize a school-wide standardized testing program
10. To replenish textbooks for the next academic year
11. To communicate guidelines for the reorganization of classes for the next academic year
12. To schedule assembly programs
13. To interview persons volunteering to assist in classroom instruction
14. To establish cooperative working relationships with community social service agencies
15. To establish a format and routines for teachers' reporting of pupil attendance on a daily basis
16. To evaluate and arrange the discharge of long-term absent pupils
17. To plan the follow-up of pupil lateness
18. To enforce guidelines for the release of an ill child to go home
19. To secure medical attention for a child injured in school
20. To schedule fire drills in accordance with legal requirements

Figure 7. (cont'd)

MS

21. To schedule teachers to supervise pupils in the lunchroom

22. To establish and enforce procedures for safe pupil entrance and dismissal

23. To fulfill the requirements of the teachers' union agreement as to filling vacant compensatory time positions

24. To fulfill the requirements of the teachers' union agreement as to class coverage by subject area specialists

25. To fulfill the requirements of the teachers' union agreement as to upper limit of class enrollment

26. To fulfill the requirements of the union agreement as to auxiliary educational personnel

27. To lead in the development of a dress code by teachers

28. To recruit substitute teachers

29. To divide up the class of an absent teacher when no substitute teacher is available

30. To evaluate the request by a teacher for the approval of medical expenses for an alleged line-of-duty accident

31. To implement the security policy on school visitors

32. To arrange the distribution and the collection of teacher data request forms (New York State)

33. To screen fund-raising appeals to the staff from private agencies

34. To respond to the school custodian's request that teachers cooperate with the custodial staff

35. To plan a program to prevent vandalism

36. To establish procedure for scheduling teachers' use of the school auditorium and gymnasium

37. To program and monitor the instructional bell schedule

38. To determine alternative exits and entrances during school's modernization

Conclusions and Directions for Further Research

Described is a field observation model to examine the relationship of urban principals' administrative behaviors to the pupil reading achievement of the schools they head. These principals' behaviors are described in terms of four categories linked to Griffiths' decision-making theory:

(EP)	educational program	(creative decisions)
(SD)	staff development	(creative decisions)
(CR)	conflict resolution	(appellate decisions)
(MS)	management-of-the-school	(intermediary decisions)

The model's theory base provides the rationale for the systematic generation of hypotheses to explore the relationship of different patterns of administrative behaviors to pupil reading achievement. Specifically, Griffiths' theory leads us to predict that principals whose administrative behaviors show major emphasis on the creative (the EP: educational program, and the SD: staff development) decision-type are likely to be supervising schools with at or above grade norm average reading scores. On the other hand, principals who place major emphasis on the appellate (the CR: conflict resolution) and the intermediary (the MS: management-of-the-school) decision-types are likely to be heads of schools with below grade norm average reading scores.

This study of 40 New York City principals found that the total of the creative (EP and SD) decision-type accounted for slightly less than 10% of their administrative behaviors; the total of the appellate and intermediary (CR and MS) decision-types for slightly more than 90%. Depressed reading scores were therefore predictable.

The predicted depressed pupil reading achievement scores for the schools headed by the principals studied was confirmed.

Of the 40 schools supervised by the observed principals, 35 (87.5%) reported that 55% or more of their pupils were achieving below grade norm at time of testing. Of these 35 schools, 24 (68.6%) reported that 70% or more of their pupils were functioning below grade norm.

Suppose the reverse were true -- and these principals committed 90% of their time to creative administrative behavior (types EP and SD) -- would an upward trend in pupil reading achievement develop? We do not know. The formulation of the problem in these terms does however suggest an extension of this study. To be produced would be an objective and valid instrument to diagnose and to correct, if necessary, the performance both of future principals preparing for certification and of principals in service.

From the 51 administrative behaviors identified by this study may be derived sub-sets of related competencies which are applicable to administrator education. These behaviors are not intended to be universal or definitive. They are, however, illustrative of field-based feedback which may be produced by this model to guide the design of performance-based programs of preparation in administration and supervision.

NOTES

[1]Terry Barraclough. Administrative Evaluation, Educational Management Review Series, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon, April 1973, Number 15. EA 004 805.

[2]Robert T. Stout. New Approaches to Recruitment and Selection of Educational Administrators, University Council for Educational Administration, The Ohio State University, Columbus, Ohio, 1973, p. 33.

[3]Carmen M. Culver and Gary Hoban (eds.) The Power to Change: Issues For the Innovative Educator. New York: McGraw-Hill, 1973, pp. 35 and 47.

[4]Frederick F. Cuttitta. "Competency-Based Certification: Problems and Prospectives." Abstracts of the Northeastern Educational Research Association (D.H. Paulus, ed.) 1973, p. 52.

[5]Daniel E. Griffiths. Administrative Theory. New York: Appleton-Century-Crofts, 1959, pp. 92-113.

[6]Frank W. Lutz and Laurence Iannaccone. Understanding Educational Organizations: A Field Study Approach. Columbus, Ohio: Charles E. Merrill Publishing Company, 1969, pp. 97-129.

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NOTES

[7]Monroe City Simulation Materials, Instructor's Manual, Janus Junior High School Principalship Simulation. University Council for Educational Administration, The Ohio State University, Columbus, Ohio, 1971, p. 17. Excerpted from: Ray Cross and Vernon S. Bennett, Problem Situations Encountered by Principals in Different Socioeconomic Settings. A speech presented at the 1969 Annual Meeting of the American Educational Research Association (AERA), February 1969, Los Angeles, California.

[8]John K. Hemphill, Daniel E. Griffiths, and Norman Fredericksen. Administrative Performance and Personality. New York: Teachers College, Columbia University, 1962, pp. 46-55.